

**Recommendation for Change of Accreditation Status for
Orange County Department of Education
Professional Services Division
April 2009**

Overview of this Report

This agenda item presents a report on the responses from Orange County Department of Education (OCDE) to the stipulations noted in their March 2008 Site Visit. The item includes a recommendation for a change in OCDE's accreditation status.

Staff Recommendation

Staff recommends that the COA change the accreditation decision for the Orange County Department of Education from *Accreditation with Technical Stipulations* to *Accreditation*.

Background

In March 2008, a site visit team recommended that the COA grant Accreditation with Technical Stipulations to the Orange County Department of Education.

The findings that led to the stipulations were identified in the report as follows:

Common Standards—

Common Standard 1, Educational Leadership, was found to be Met with Concerns. Although program leadership was evident, concerns regarding definition of roles and responsibilities in the newly evolving unit were noted.

A second standard, Common Standard 2, Unit and Program Evaluation System, was found to be Not Met. As noted before, although there was some evidence of program data collection, analysis and use of results for improvement, there needs to be more attention to a systemic, unit wide system.

Program Standards—

Education Administration Preliminary Level Program Standards –

Standard 7—Nature of Field Experiences in the Educational Administrative program was found to be Not Met. There was no evidence that candidates had “*authentic and significant experiences addressing a variety of school levels and a variety of school settings.*” There was no evidence that candidates’ field experiences included “at least one with a diverse school population”.

Standard 9—Assessment of Candidate Competence was found to be Met with Concerns. There was no evidence that candidates’ competence was being assessed against a measure or description of practice, such as a rubric based upon an articulation of the knowledge, skills and attitudes of effective administrators.

Based upon the findings, four stipulations were noted. Unit and program leadership at Orange County Department addressed each of the four stipulations. Evidence was submitted and, following a staff review of the evidence, a phone conference was held to clarify and confirm the information.

The stipulations and responses to the stipulations are as follows:

1. *That the unit provides documentation of the roles and responsibilities for those in unit leadership.*

Both programs, Education Specialist and Administrative Services now have clear delineation of the duties of those in unit leadership. Appendix A provides complete descriptions.

2. *That the unit leadership provides evidence of on-going involvement of stakeholders in the organization, governance and coordination of all credential programs.*

An invitation letter to join the Advisory Committee, along with a roster, meeting minutes and a sign-in sheet were included as evidence that this stipulation had been addressed. In the invitation letter, two meeting dates and times were noted—one in fall and one in spring. The minutes included a discussion of the accreditation process, overview of both programs and an opportunity for Advisory Committee questions and recommendations.

3. *That the unit provides evidence of a comprehensive unit evaluation system involving program participants, program completers and other stakeholders. The unit evaluation system must provide evidence of how data are analyzed and used for program improvement in both credential programs and the unit.*

In order to address this stipulation, the Institute of Leadership Development (ILDI), which is the unit, met with the Manager of the Office of Assessment, Evaluation and Accountability to establish an integrated assessment system. It was determined that four data sources would be used to fully assess program impact: district personnel, participants, instructors and program staff. Data would be used to determine both Program Effectiveness and Candidate Competence. The assessment system design and components are included in Appendix B.

4. *That the Educational Administrative Credential Program provides evidence that all Program Standards are met. There were two Program Standards determined to be Not Met.*

Standard 7—Nature of Field Experiences in the Educational Administrative program was found to be Not Met. There was no evidence that candidates had “*authentic and significant experiences addressing a variety of school levels and a variety of school settings.*” There was no evidence that candidates’ field experiences included “at least one with a diverse school population”.

An updated *Tier I Fieldwork Supervisors’ Handbook* was submitted. It includes a form titled “Candidate Information Sheet Supervised Field Experience.” The form states “Candidate must log experiences at multiple grade levels that serve diverse populations.” The location of each school is noted and demographic information will be on the form as well.

Standard 9—Assessment of Candidate Competence was found to be Met with Concerns. There was no evidence that candidates’ competence was being assessed against a measure or

description of practice, such as a rubric based upon an articulation of the knowledge, skills and attitudes of effective administrators.

Candidates' competence will be assessed against the California Professional Standards for Educational Leaders (CPSELs). Each CPSEL is noted on a form where Fieldwork Supervisors can provide input on candidate competence along a continuum from Exceptionally Thorough, Strong, Adequate to Little or No Evidence. The feedback form also states "Keep in mind that this is a coaching report between the supervisor and the candidate. It is a growth assessment from the beginning to the end of the program. It is not a comparison of the candidate against other administrators known to the fieldwork supervisor."

Staff Finding

After review of the documentation submitted by the OCDE and a phone conversation to confirm the development and implementation of the artifacts submitted, staff has concluded that the Orange County Department of Education has addressed all standards which were not found to be met during the 2008 accreditation site visit and provided evidence that it has responded to all four stipulations. Therefore, staff recommends that the COA take action to change the accreditation decision for the Orange County Department of Education from *Accreditation with Technical Stipulations* to *Accreditation*.

APPENDIX A

ROLES AND RESPONSIBILITIES



Orange County Department of Education Institute for Leadership Development



The Education Specialist: Mild-Moderate

Roles and Responsibilities

Coordinator

- Negotiate or renegotiate MOUs and co-sponsor agreements with districts and non-publics schools served by the program.
- Work with districts in the hiring of intern teachers and/or resolving concerns.
- Respond to Commission on Teacher Credentialing on all requests.
- Monitor and participate in the application process: information about the program, clarification of credential issues, interviews, etc.
- Determine the appropriate transfer of units by an intern from a university.
- Counsel interns that are not meeting program requirements.
- Monitor credential registration process and maintenance of student records.
- Interview prospective instructors and practicum supervisors.
- Meet with and coach instructors on the course outline, syllabus, evaluations, intern concerns, etc.
- Train and coach practicum supervisors.
- Meet with advisors to plan and conduct events: Orientations, Advisements, Exit Presentation, Culmination, Instructor Meetings, Practicum Supervisor and Peer Coach Trainings, etc.
- Review legislation regarding teacher education.
- Review and process request for a Third-Year Extension.
- Negotiate facilities, equipment, etc.
- Supervise program curricula, instructional strategies, activities and the selections of instructional materials, equipment, etc.
- Prepare and monitor the annual budget.
- Prepare and submit to CTC the Program Improvement Plan (PIP).
- Prepare and submit the Title II Report.
- Monitor and revise the Handbooks for the Interns, Instructors, Peer Coaches and Practicum Supervisors.
- Monitor the surveys administered by CTC and the program.
- Schedule 36 semester units of coursework.

Cohort Advisor

- Provide advice and assistance to candidates regarding program requirements, issues and concerns via telephone or E-mail.

- Attend class sessions regularly to provide advice and assistance to candidates or to explain program completion requirements.
- Observe and provide feedback to instructors.
- Plan and facilitate at least three Advisement Meetings per semester for the intern cohort.
- Monitor each intern's academic and professional progress throughout the program.
- Be available to the intern teacher for any additional advisement as needed and as appropriate.
- Facilitate and support the Portfolio Project process which includes scheduling portfolio meetings, facilitating the feedback on portfolio components, and providing additional support as needed.
- Meet regularly with the Tier I staff to review session evaluations, discuss issues, and resolve problems.
- Provide assistance when needed to the Tier I Coordinator.
- Monitor interns' grade reports, attendance and practicum requirements.
- Coordinate the portfolio review process, exit presentations and culmination.
- Keep the program coordinator informed about the progress of each intern teacher.
- Maintain collaborative relationships with practicum supervisor.
- Conference with practicum supervisor about the intern teacher's progress as appropriate.
- Coordinate training for practicum supervisors on their responsibilities, Teaching Performance Expectations (TPEs), the portfolio review process, Intern Performance Appraisal, Induction Plan and evaluation guidelines.
- Monitor the collection of practicum documentation including classroom visitation reports, summative evaluations, etc.

Instructors

- Attend faculty meetings.
- Develop course syllabus and assignments.
- Evaluate assignments and provide feedback to intern.
- Connect course curricula to Teaching Performance Expectations (TPEs); Content Standards and the Special Education Standards.
- Be available to interns for advice and assistance.
- Discuss concerns about candidate with advisor and or coordinator.
- Arrange for duplication and additions to material with DIP secretary.
- Review textbook order to confirm availability.
- Integrate ELL standards into all coursework.
- Assign course grades to all interns based on course grading rubric.
- Review course evaluation.

Peer Coach

- Orient intern teacher to classroom, staff, and school, including resources available to school site.
- Provide intern with sample books, IEP form, manipulated and other appropriate materials.
- Meet with intern teacher weekly and complete peer collaboration by indicating areas for further discussion.
- Suggest staff development opportunities.
- Model successful teaching strategies.
- Attend all DIP meetings and “Coaching” seminars.
- Consult, when appropriate, with the practicum supervision and principal regarding intern teacher’s professional growth.
- Provide DIP coordinator with evaluative feedback on the District Intern Program.

Practicum Supervisor

- Support and advise the intern teacher through regular and consistent feedback about teaching performance.
- Instruction on assignments for the course, “Practicum for Teaching Practice.”
- Conduct at least five observations each semester.
- Establish goals of observation during preconference with intern.
- Review lesson and provide feedback to intern.
- Respond to interns’ 12 reflections about his/her teaching practice.
- Be available for any additional consultation as needed.
- Establish Induction goals with Intern and review and revise each semester.
- Guide the intern in portfolio program and assess the narrative using portfolio guidelines.
- Consult end-of semester review, complete final evaluation form at end of Semester III.
- Attend regular staff meetings and professional development seminars.
- Communicate with intern principals, peer coach, and program advisor regarding any concerns.



Orange County Department of Education Institute for Leadership Development



Preliminary Services Administrative Credential

Roles and Responsibilities

Tier I (Preliminary Administrative Services Credential)

Coordinator

- Work with instructors on material modifications.
- Communicate via telephone or E-mail on a regular basis with fieldwork supervisors.
- Respond in a timely fashion to problems, concerns and issues.
- Participate in candidates' orientation and fieldwork.
- Monitor candidates' payments and resolve training issues on a one-to-one basis.
- Market the program.
- Review with staff all candidates' and fieldwork supervisors' applications and confidential recommendations.
- Observe and provide feedback to the instructors annually.
- Collaborate with OCDE Manager of Assessment and Accountability to develop instruments to be used in unit and program assessment; e.g., candidate, instructor and fieldwork supervisor surveys. Utilize data to make necessary program modifications.

Instructors

- Prepare to teach classes.
- Make modifications to materials with approval.
- Arrange for additions to materials with Tier I secretary.
- Read session evaluations.
- Correct homework and communicate results.
- Discuss concerns about candidates with consultant/advisor.
- Be available to candidates for advice and assistance.
- Participate in articulation meetings with other instructors.
- Meet with staff to discuss problem solving.
- Arrange for needed AV equipment.

Tier I Cohort Advisor

- Provide advice and assistance to candidates regarding program requirements, issues and concerns via telephone or E-mail.
- Attend class sessions regularly to provide advice and assistance to candidates or to explain program completion requirements.

- Observe and provide feedback to instructors.
- Read and provide feedback to candidates on their reflective essays, formative assessments and portfolio.
- Collaborate with the Program Advisory Team to evaluate the program and make necessary modifications.
- Meet regularly with the Tier I staff to review session evaluations, discuss issues, and resolve problems.
- Provide assistance when needed to the Tier I Coordinator.
- Review candidates' and fieldwork supervisors' applications and confidential recommendations.

Fieldwork Supervisors

- Attend Fieldwork Supervisors' training.
- Meet with candidate to plan shadowing activities and fieldwork project.
- Advise and assist the candidate in project completion.
- Evaluate the candidate's competence in meeting the California Professional Standards for Education Leaders.
- Participate in the exit interview panel and evaluate the candidates' presentation of their fieldwork project.
- Read and provide feedback to candidates on their reflective essays, formative assessments and portfolio.
- Collaborate with the Program Advisory Team to evaluate the program and make necessary modifications.
- Meet regularly with the Tier I staff to review session evaluations, discuss issues, and resolve problems.
- Provide assistance when needed to the Tier I Coordinator.
- Review candidates' and fieldwork supervisors' applications and confidential recommendations.

APPENDIX B

ASSESSMENT SYSTEM

ASSESSMENT SYSTEM

PROGRAM	Program EFFECTIVENESS	Candidate COMPETENCE
<u>District Intern Program</u>	<ul style="list-style-type: none"> ▪ On-Line Survey (District Personnel) ▪ On-Line Survey (Graduates) ▪ Student Evaluation of Instruction ▪ Intern Evaluation of Practicum Supervisor ▪ Assessment of Instructors by Staff ▪ Session Evaluation (of Staff Trainings, etc.) ▪ Assessment of Peer Coach Support ▪ Course Comments and Reflections by Instructor 	<ul style="list-style-type: none"> ▪ Tracking Log for Documentation, Practicum/Induction ▪ Intern Performance Appraisal ▪ Final Evaluation by Practicum Supervisor
<u>Tier I Leadership</u>	<ul style="list-style-type: none"> ▪ On-Line Survey (District Personnel) ▪ On-Line Survey (Graduates) ▪ Student Program Evaluation ▪ Candidates End of Program/Quality of Instruction ▪ Fieldwork Supervisor Evaluation of Candidate ▪ Field Supervisors Evaluation Survey (of Program) ▪ Tier I/Cohort Module (Evaluation by Candidate) ▪ Instructor Feedback (by Staff) ▪ Course Comments and Reflections by Instructor 	<ul style="list-style-type: none"> ▪ Cohort Advisor's Evaluation of Candidate ▪ Fieldwork Supervisor Evaluation of Candidate

STAKEHOLDERS' INPUT

Input from Stakeholders is obtained by each program with the following instruments:

STAKEHOLDERS	District Intern Program	Tier I
<i>Candidates</i>	<ul style="list-style-type: none"> ▪ Student Evaluation of Instruction ▪ Assessment of Peer Coach Support ▪ Intern Evaluation of Practicum Supervisor 	<ul style="list-style-type: none"> ▪ Student Program Evaluation ▪ Candidates End of Program/Quality of Instruction ▪ TIER I/Cohort Module (Evaluation by Candidate)
<i>Graduates</i>	<ul style="list-style-type: none"> ▪ On-Line Survey ▪ Advisory Council 	<ul style="list-style-type: none"> ▪ Advisory Council ▪ On-Line Survey
<i>District Personnel</i>	<ul style="list-style-type: none"> ▪ On-Line Survey ▪ Advisory Council 	<ul style="list-style-type: none"> ▪ Advisory Council ▪ On-Line Survey
<i>Instructors</i>	<ul style="list-style-type: none"> ▪ Session Evaluation (of Staff Trainings, etc.) ▪ Course Comments and Reflections by Instructor 	<ul style="list-style-type: none"> ▪ Course Comments and Reflections by Instructor
<i>Field Supervisors</i>	<ul style="list-style-type: none"> ▪ Session Evaluation (of Trainings, etc.) ▪ Tracking Log for Documentation, Practicum/Induction ▪ Intern Performance Appraisal ▪ Final Evaluation by Practicum Supervisor 	<ul style="list-style-type: none"> ▪ Fieldwork Supervisor Evaluation of Candidate ▪ Field Supervisors Evaluation Survey (of Program)
<i>Staff</i>	<ul style="list-style-type: none"> ▪ Assessment of Instructors by Staff 	<ul style="list-style-type: none"> ▪ Cohort Advisor's Evaluation of Candidate ▪ Instructor Feedback (by Staff)